

NEW JERSEY
BEST PRACTICES
2002-2003 APPLICATION

Spartanburg School
BP - LAL- 34

Failure to comply with the procedures for submission of the application will result in the elimination of the application.

Application Requirements:

1. **RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.**
No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
3. Applications must be typed on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. This sentence is in twelve-point Times New Roman.
4. Keyboarded responses to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for clarity.
5. **The information on page 4 and the responses to statements must be copied on one side of the page.** The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. **The original and seven copies of the application must be submitted to the county superintendent of schools by December 15, 2002, with the Itemized List of District Applications form.** Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name <u>Cinderella's Holiday Ball-A Celebration of Learning</u>
<input checked="" type="checkbox"/> Elementary School	<u>K-4</u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Middle School	<u> </u>	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> Junior High School	<u> </u>	Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> High School	<u> </u>	<input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural
<input type="checkbox"/> Other: <u> </u>	<u> </u>	

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Guidance and Counseling Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Diversity and Equity Programs	<input checked="" type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages/Bilingual Education
<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 2002 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

Cinderella's Holiday Ball – A Celebration of Learning

Overview of the Practice

Cinderella's Holiday Ball is the culmination of a second grade multi-cultural unit that revolves around the fairy tale Cinderella. After passing through a receiving line consisting of Cinderella and her court (administrators and teachers), students gather in the all-purpose room to share songs, dances, and practice manners learned in classes prior to the ball. It is an opportunity for social and emotional growth as well as a presentation of academic experiences.

In preparation for the ball, students participate in a variety of activities that are language arts based but branch off and integrate strands from across the curriculum. Students read Cinderella stories from Africa, Europe, Asia, and North America. They keep a response journal to compare and contrast them. They locate the origins of the various versions and learn about the characteristics of the people who have adopted and adapted the story. Invitations and thank you notes are created. Personal versions are written and illustrated. Students measure and graph foot sizes. A daily schedule reinforcing telling time is prepared for Cinderella. These activities ensure that the following objectives are met.

Objectives of Cinderella's Ball

The Board of Education has determined that in second grade students' "academic skills particularly reading, language and math are strengthened. Content areas such as social studies, science and health emphasize personal growth, cooperative skills and community." Cinderella's Ball was designed to meet but is not limited to, all of the following objectives:

1) demonstrate an understanding of and an appreciation for diversity in the classroom and community 2) use a variety of strategies to conceptualize, analyze, and solve problems across the disciplines 3) decode language to read for pleasure and information using picture books and simple content area materials 4) compose, revise, and edit written work for personal expression and storytelling 5) communicate with others by listening for direction and personal expression, posing questions, and sharing experiences 6) demonstrate an awareness of a variety of art forms and uses art forms as a means of personal expression 7) explore both individual and group activities that lead to physical and emotional well-being 8) take pride in personal and academic accomplishments and respond positively to the accomplishments of others 9) cooperate with others by listening to others, waiting to speak, and participating in a group.

Cinderella's Ball Innovation

Cinderella's Ball is innovative because it weaves activities that promote academic, social, and emotional growth into a memorable and personal experience. It incorporates numerous skills and provides opportunity for practice and application. Students have the opportunity to celebrate their learning by connecting classroom activities and projects to a social setting. It is an opportunity to "take pride in personal

and academic accomplishments and respond positively to the accomplishments of others.” (see Objective 8)

Cinderella’s Ball and Student Achievement

Students develop academic and social skills through the implementation of the activities surrounding the ball. The variety of activities fulfills the requirements of multiple learning styles by providing kinesthetic, visual, and auditory experiences. Students have the opportunity to work cooperatively as well as individually on the projects. The celebration of learning that takes place at the ball boosts self-esteem and confidence as students share their experiences.

New Jersey Core Curriculum Content Standards

Cinderella’s Ball was designed to meet, but is not limited to, the following Cross-Content Workplace Readiness Standards and Core Curriculum Content Standards:

The following <u>Cross-Content Workplace Readiness Standards</u> are addressed in this theme unit: 1) develop career planning and workplace readiness skills 2) all students will use information, technology, and other tools 3) all students will use critical thinking, decision making and problem- solving skills and 4) all students will demonstrate self-management skills.	To demonstrate standards addressed, students will:
3.3.15 Understand that written communication can affect the behavior of others.	<ul style="list-style-type: none"> • make inferences about the different versions of Cinderella and the people who adopted and adapted them
1.3.1 Use elements and media common to the arts to produce a work of art.	<ul style="list-style-type: none"> • use computer to compose and illustrate an original Cinderella tale changing setting, gender, characters, etc.
3.4.22 Analyze text for the purpose, ideas, and style of the author.	<ul style="list-style-type: none"> • compare and contrast the various Cinderella stories and their cultures of origin
3.1.2 Adjust oral communications for different purposes and audiences.	<ul style="list-style-type: none"> • story tell, role play, sing, and demonstrate oral communication of manners during a public event
The following <u>Core Curriculum Content Standards</u> are addressed in this theme unit:	To demonstrate standards addressed, students will:
1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, musical theater, and visual arts.	<ul style="list-style-type: none"> • learn and perform songs from different cultures

2.5 All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.	<ul style="list-style-type: none"> • learn movements and perform dances from different cultures
3.1 All students will speak for a variety of real purposes and audiences.	<ul style="list-style-type: none"> • meet and greet, as well as introduce people/ characters (use of manners) • present prepared stories to a group • role play from stories read
3.2 All students will listen actively in a variety of situations to information from a variety of sources.	<ul style="list-style-type: none"> • select and read several versions of Cinderella • analyze story problems and brainstorm various solutions
3.3 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	<ul style="list-style-type: none"> • write a friendly letter to Cinderella. • write a thank you letter to Cinderella • create a new ending to the traditional Cinderella story
3.4 All students will read a variety of materials and texts with comprehension and critical analysis.	<ul style="list-style-type: none"> • select and read several versions of Cinderella • create a Venn diagram comparing and contrasting Cinderella story versions
4.2 All students will communicate mathematically through written, oral, symbolic, and visual forms of expression.	<ul style="list-style-type: none"> • correctly tell time to the hour and half hour • create and solve math word problems • measure and graph foot sizes
4.7 All students will develop spatial sense and an ability to use geometric properties and relationships to solve problems in mathematics and in everyday life.	<ul style="list-style-type: none"> • use flat shapes to create a new castle for Cinderella
6.5 All students will acquire historical understanding of varying cultures throughout the history of New Jersey, The United States, and the World.	<ul style="list-style-type: none"> • read versions of Cinderella from around the world and reflect and respond to this new literature in a response log
6.7 All students will acquire geographical understanding by studying the world in spatial terms.	<ul style="list-style-type: none"> • locate and identify continents and countries

Student Achievement of Cinderella's Ball

Each of these activities is measured in our curriculum via rubrics and/or checklists posted online at our district website. An example of one rubric is:

Writing O2
Outcome 4
Fairy tale/ Fable

Each student composes, revises, and edits written work for personal expression and storytelling.

Second grade performance task:

The student will write a new ending to a story or a sequel. A book company has created a child-authored division. Our second grade has been asked to write an original fairy tale or fable. They are looking for unique, creative child-generated stories. Stories must include all aspects of a traditional fairy tale or fable.

	Novice	Apprentice	Practitioner	Expert
Characters	None of the characters are included in the ending	Some of the characters are included in the ending	Most of the characters are included in the ending	All characters are included in the ending
Making Sense	The new ending does not make sense	Many details of the story do not fit with the new ending, but it makes some sense	One or two details of the story do not fit with the new ending	The new ending makes sense
Creativity	The new ending is very much like the original ending	The new ending is somewhat different from the original ending	The new ending is mostly different from the original ending	The new ending is very different from the original ending
Spelling	More than five spelling list words are spelled incorrectly	Three to five spelling list words are spelled incorrectly	Less than three spelling list words are spelled incorrectly	All spelling list words are spelled correctly
Use of capitals and punctuation	More than five mistakes	Three to five mistakes	Less than three mistakes	All sentences begin with a capital letter and end with a period or question mark

Using the various rubrics and checklists, teachers are able to measure progress. This enables teachers to individualize assessment and provide necessary feedback and support as needed. Students know what is expected of them and are able to work to the best of their abilities. Parents are a part of the assessment cycle because they receive the finished projects and are also able to provide feedback.

Replication of Cinderella's Holiday Ball in another school and/or district.

Cinderella's Holiday Ball can be replicated in another school and/or district through sharing the portfolio of unit activities. In addition to the portfolio, a video of each class' participation is created so that parents may view the activities at home. New teachers and parents preparing for the Ball each year use the portfolio and/or video to replicate these activities. The rubrics for assessment are found on line at our district's website.